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SO WHO NEEDS MONEY TO FIGHT POVERTY, A COLLECTION OF NO-COST, LOW-COST IDEAS.

New Jersey Community Action Training Inst., Trenton.

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One of a series that can be used by New Jersey community action workers, this training manual for antipoverty work is a collection of low-cost, no-cost programs focusing on consumer education and assistance, fund raising, employment and education (including creative writing and teacher aide training), youth services, and recreation. Examples of community action programs outside New Jersey are also included, together with a checklist and advice on program planning. (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# So who needs money... TO FIGHT POVERTY

## A collection of NO-COST, LOW-COST PROGRAMS

New Jersey Community Action Training Institute

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The handbook includes only the low-cost, no-cost anti-poverty programs that have been brought to the attention of the New Jersey Community Action Training Institute. There is little doubt that others exist in different parts of the nation.

If you are conducting such a program -- or if you know of such a program -- please send the information to Barry A. Passett, Director, New Jersey Community Action Training Institute, 413 West State Street, Trenton, New Jersey 08618. When enough new programs are collected, the Institute's materials development division will prepare a new section that can be added to this handbook. You may want to put this first section into a loose-leaf binder and add to it as new ones are prepared.

# SO WHO NEEDS MONEY . . .

# . . . TO FIGHT POVERTY?

## A Collection of Low-Cost, No-Cost Ideas

. . . the fourth in a series of training manuals that can be used by community action workers involved in the New Jersey war against poverty. It was prepared by the New Jersey Community Action Training Institute as part of its statewide community action training program. The Institute is a private, non-profit corporation supported by the United States Office of Economic Opportunity.

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HENRY P. KENNEDY
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BARRY A. PASSETT
Director

April 1967

# WHY WAS "SO WHO NEEDS MONEY TO FIGHT POVERTY" WRITTEN?

THE NAME OF THE GAME IS MOBILIZING LOCAL RESOURCES. The squeeze on federal funds is leading anti-poverty agencies to seek other resources to fight poverty.

This handbook is a training manual for anti-poverty staff workers who are looking for ways to fight poverty with little or no money. It is a collection of low-cost or no-cost programs that focus upon many different areas involved in the economic opportunity effort -- on consumer education, employment, youth, education, recreation and many others. These major subjects are used in the table of contents to separate each program in the collection.

Among the program ideas discussed in the handbook . . . . how a newspaper publicizes and stops consumer frauds in Philadelphia. . . how the Jersey City Housing Authority conducted consumer education classes for its public housing residents without spending any money. . . how paint is used to teach Staten Island pre-schoolers to read. . . how a boys club helped curb juvenile deliquency in Washington, D. C. . . . how a free writing clinic helped Watts residents after the 1965 riots. . . and how bus fare enabled Peace Corpsmen to teach English to Puerto Rican residents in Trenton.

The purpose of this handbook is (1) to show community action programs (CAPs) and other anti-poverty agencies how resources other than federal funds have been used; (2) to encourage these organizations to do the same; and (3) to suggest low-cost, no-cost program ideas that can be used in other areas.

The name and address of each sponsoring agency is given at the end of each project. For additional information or a detailed report on the project, submit your request in writing directly to the agency.

Design your own low-cost, no-cost program by using the worksheet that appears on page 41 .

Your comments on how this publication could be improved would be greatly appreciated.

# SO WHO NEEDS MONEY TO FIGHT POVERTY?

## A Collection of Low-Cost, No-Cost Anti-Poverty Programs

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## Section I:
## CONSUMER EDUCATION LOW-COST, NO-COST PROGRAMS

### "LET THE SELLER BEWARE"

Have the poor people in your area been cheated out of their money by false advertising? Have you heard of a local finance company that takes $19.57 for interest on a $20 payment leaving only 43 cents toward the principal? And did you know that thousands of Philadelphia families who were promised food and a freezer for 35 monthly payments of $39.72 later found out that the payments were only for the freezer -- not the food.

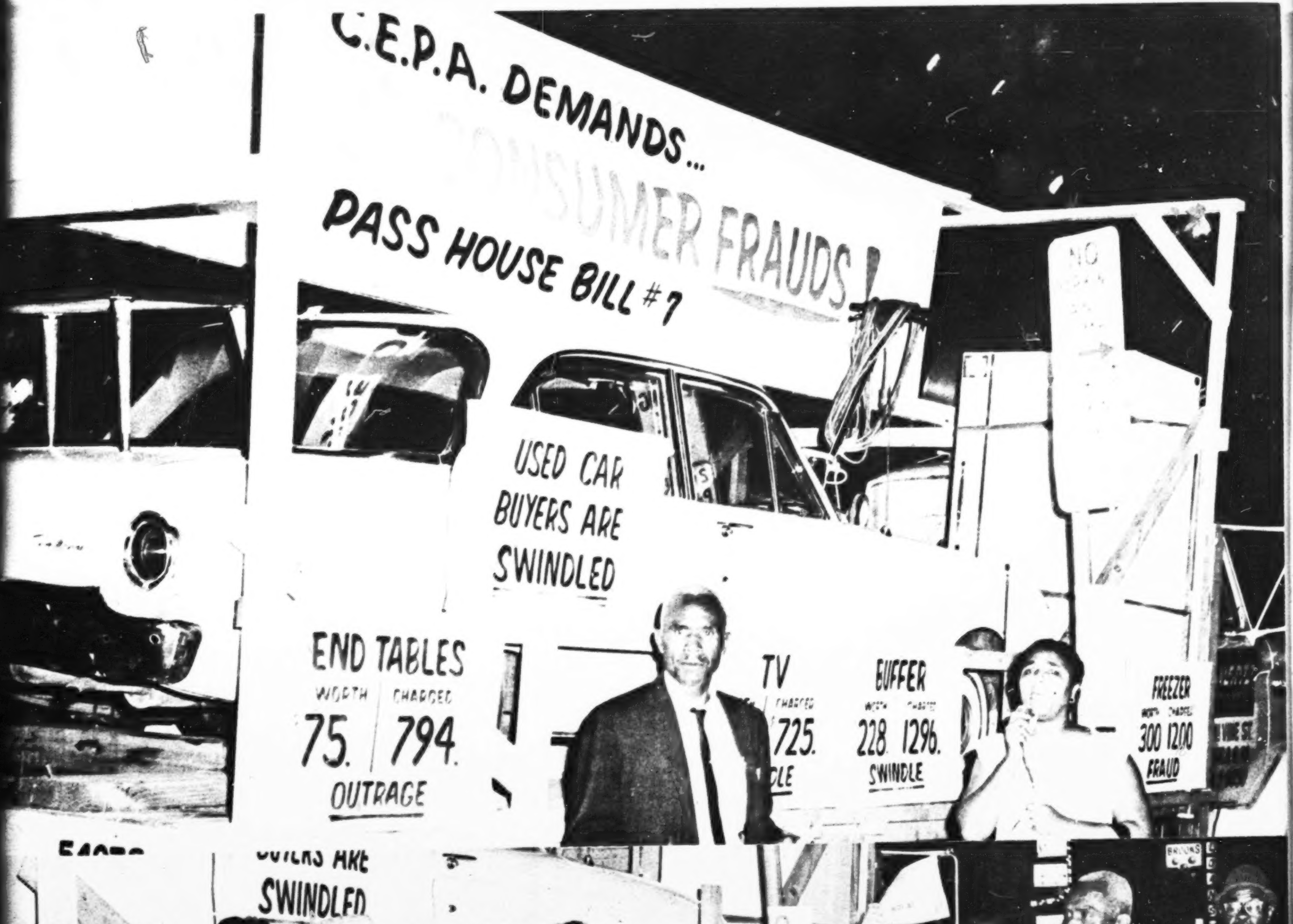
Freezer
SWINDLE!

These are some of the consumer problems that a group of disadvantaged residents of Philadelphia had in February of 1966 when they organized a voluntary, nonprofit corporation called the Consumers Education and Protective Asaociation (CEPA).

CEPA was created for the mutual education and protection of consumers. It now has more than 1,000 members and is operated by a 17-member board of directors. Two staff members investigate complaints of consumer fraud. They are paid only when money is available.

### FUNDS FOR CEPA:

The Association believes in keeping the group a grass roots operation. They refuse any help that would limit their program. They have no legal aid. AND THEY DO NOT WANT ANY GOVERNMENTAL support that would restrict their operation. They accept only contributions that have no strings attached.


C.E.P.A. DEMANDS...
CONSUMER FRAUDS
PASS HOUSE BILL #7
USED CAR BUYERS ARE SWINDLED
END TABLES
WORTH 75.
CHARGED 794.
OUTRAGE
TV
CHARGED 725.
BUFFER
WORTH 228.
CHARGED 1296.
SWINDLE
FREEZER
WORTH 300
CHARGED 1200
FRAUD
BUYERS ARE SWINDLED
SWINDLES EXPOSED

"TRAVELING EXHIBIT ON CONSUMER FRAUD SHAKES CITY -- Thousands of people stopped, listened and looked as the Consumers Education and Protective Association (CEPA) exhibit toured Philadelphia . . . the truck moved slowly through the streets and called people's attention to items which have been the targets of CEPA's hard-hitting campaign . . ." (CONSUMER VOICE, the CEPA monthly newspaper, October 1, 1966).

Part of their operating funds come from their monthly newspaper, CONSUMER VOICE -- LET THE SELLER BEWARE. The paper publishes stories and letters that name businesses and individuals who defraud customers. The publicity is the Association's first step to put an end to a store or firm's fraudulent practices. When a story appears,the Association telephones the businessmen involved in an effort to solve the problem. If this is unsuccessful, they picket the store or business at fault.

## CEPA'S NEWSPAPER:

Each member of the Association pays $2.00 a year for dues and is responsible for selling a number of copies of the CEPA newspaper at 25 cents a copy or $2.50 for a year's subscription. Some 5,000 copies of the newspaper are printed each month at an approximate cost of $200.

## HOW ARE PROBLEMS SOLVED:

A CEPA solution to a consumer problem is to (1) stop the business from cheating other people and (2) attempt to get a refund for the customer who reported the fraud. Also, they are pressing for state legislation for a consumer protection bill which would limit interest rates and outlaw judgement notes. They have asked the Philadelphia City Council for a "truth in selling" bill and a full scale investigation of swindling which would end with refunds to the victims.

At a total cost of $2.00 a year and some time, the members of CEPA have found a voice through which they can really fight poverty -- the poverty that comes from spending more than a person can affort, for goods they need.

For more information write to:

Max Wiener, Executive Director
Consumers Education Protective Associative
6048 Ogontz Avenue
Philadelphia, Pennsylvania 19141

Consumer Education Program:

## HOUSEWIVES SAVE FOOD MONEY WITH BALTIMORE POOL

Housewives in low-income areas of Baltimore, Maryland, found a way to beat the high cost of food.

They pooled their food money in May, 1966, and placed a $50 grocery order with a wholesale food firm. They found out that they could buy more food for the same amount they usually spent by buying in bulk at wholesale prices.

In less than a year, the money pooled increased 50 times as the participation of housewives spread to several Baltimore housing projects and other Community Action neighborhoods. Groceries are bought once a month. They are delivered to a CAA neighborhood center and from there are distributed to the participating housewives.

The pool is still informal. It has no official name or officers. Participants conduct their buying with the assistance of VISTA Volunteers and the neighborhood staff of the Baltimore Community Action Agency. Each participating family saves $5 to $7 a month on food.

The cost of creating the money pool for food was nothing. The cost of operating it is nothing. Yet this no-cost program is saving Baltimore's poor families as much as $60 to $84 a year on food.

For additional information, write to:

Parren J. Mitchell, Director
Baltimore City Community Action Agency
11 East Mount Royal Avenue
Baltimore, Maryland 21202

Consumer Education Program:

## SELF HELP LEADS TO CREDIT UNION AND CONSUMER ACTION PROGRAM

Two years ago, five garbage collectors in the Watts area of Los Angeles started a credit union that now has more than 5,000 members and assets of more than $265,000. They got the idea of helping themselves from a self-help organization they belong to -- the Unity Charity Society.

The Society was organized by low-income residents of the Watts-South Central Los Angeles area in 1961 -- long before the riots in Watts exploded in the news headlines. Its members elect their own board of directors from residents living in their target area. They are people in need devoted to helping people in need.

The Unity Credit Union is part of the Society's consumer action program that was created and is controlled by area residents. Another part of the program is Unity Service Corporation, an organization that is designed to create both jobs and a sense of pride in the Society's work. The Corporation has started such community-based activities as a family financial planning service and a debt reduction and consolidation clinic.

JOIN OUR CREDIT UNION
Dept.
Sanitation

The credit union and the corporation have recently been funded by OEO as the Unity project. Its plans include the establishment of a community-owned central charge service that will be designed to save high interest rates and put control of credit procedures into the hands of the community.

The project will be staffed by disadvantaged persons who will be trained in community services, leadership, management and business skills for their job. It will be headed by Executive Director Alexander Baily, a charter member of the Society.

The Unity effort was started because it was needed. It took initiative and organization to get it underway -- but it will take OEO funds to expand and keep it going.

For additional information, write to:

Alexander Baily
Unity Charity Society, 8001 South Broadway
Los Angeles, California

If you are establishing a credit union in New Jersey, you can get help from:

John H. Keiderling, Director
New Jersey Credit Union League
Ward Street, Post Office Box 298
Hightstown, New Jersey

## Consumer Education Program:

## A CORPORATION FOR THE POOR WHO CAN'T BUY THINGS ON CREDIT

A mother of five young children who wants to buy a typewriter to earn some extra money at home may not be able to buy it on time because she is on welfare.

The 23-year old son of a man whose car has been repossessed may not be able to buy a truck to establish his own delivery service.

Many poor people cannot borrow money or buy things that they need because their credit rating is poor . . . they have no collateral . . . and no one to co-sign for them. Few words can describe the feelings of a poor person who finds that he needs money or other assets to get a loan.

A possible solution was suggested by two trainees at a recent Institute session, where the City of Camden CAP workers were discussing consumer problems. The idea as offered by Ruth Coleman and Robert Moore is outlined below.

## CREATE A CREDIT GUARANTEE CORPORATION:

A group of target area residents who are bad credit risks can organize their own non-profit corporation that can co-sign loans or sales contracts when buying merchandise on time.

Invite heads of households who are considered credit risks in your area to join the corporation. Recruit about 40 reliable people. Ask each member to contribute $1 a week to the corporation for 26 weeks. Deposit the money in a savings account at your local bank each week where it will earn interest.

At the end of the 26 weeks, the corporation will co-sign a sales contract or loan of not more than $500 for any member without asking questions. After a debt is paid, and the member has established himself as a good credit risk, he withdraws from the corporation with his original $26 plus interest and is replaced by another local resident who needs the corporation's help. If a member fails to pay his debt off properly, the corporation pays it and drops the member.

A member may borrow up to $26 from the corporation to meet a credit payment if he repays it before withdrawing from the corporation. Thus, he won't damage his credit rating, or face repossession or garnishment.

## THE NON-PROFIT CORPORATION:

At the first meeting of the corporation, members should elect a president, vice president, secretary and treasurer, who should be bonded. The officers should assign 5 people to collect contributions from the same members each week and to deposit the funds with the treasurer throughout the first

26 weeks. Collectors should keep careful records and submit a written report to the treasurer each week. The treasurer should distribute a written statement of corporation funds to every member every month. Part of each monthly meeting should be devoted to consumer education.

Ask your local CAP to help you prepare the bylaws of the corporation and obtain a certificate of incorporation from the State. This will officially establish your organization as a legal body.

Try to limit the size of your corporation. Do not start with less than 40 members.

## IF YOU NEED HELP:

The New Jersey Community Action Training Institute will help neighborhoods organize a credit guarantee corporation. Submit your request in writing to the Institute, 413 West State Street, Trenton, New Jersey 08618.

Consumer Education Program:

## "SECRETS" ON HOW TO SAVE MONEY

The 16,000 residents of Jersey City's nine public housing projects wanted and needed a consumer education program in 1962. The City Housing Authority didn't have any money for the program but Director of Tenant Relations Conrad Vuocolo decided to start it anyway.

HOW?

Twelve supermarket managers were asked to teach housewives how to buy the best food for their money. Classes were held once a week for 46 weeks for 65 women. Professional personnel from various agencies helped company representatives present demonstrations.

They learned many buying "secrets". Among them, a food store manager puts old groceries, meats and vegetables in the front trays of display cases so that people will buy them first.

SUPER
MARKET

## WHO TOOK CARE OF THE KIDS?

When the class first started many women brought their children with them. Vuocolo had to figure out how to take care of the kids so their mothers could listen in class.

He set up a baby sitter's service, run by a college student volunteer. Local milk companies gave 50 quarts of milk. Bakeries contributed bread. The only cost involved in conducting all 47 classes was $8.80 for paper cups.

At this low, low, cost, mothers learned how to get the most out of their money, and got a free nursery school for their pre-school children with milk for them to drink.

For additional information, write to:

Conrad Vuocolo
Director of Tenant Relations
Jersey City Housing Authority
514 Newark Avenue
Jersey City, New Jersey

## Section II:
## LOW-COST, NO-COST FUND RAISING PROGRAMS

### THE PEOPLE HIT THE SIDEWALKS AND CAME UP WITH THE MONEY

What would you do if you found out that the United States Office of Economic Opportunity would give you $338,252 if you could come up with $37,640 that you did not have?

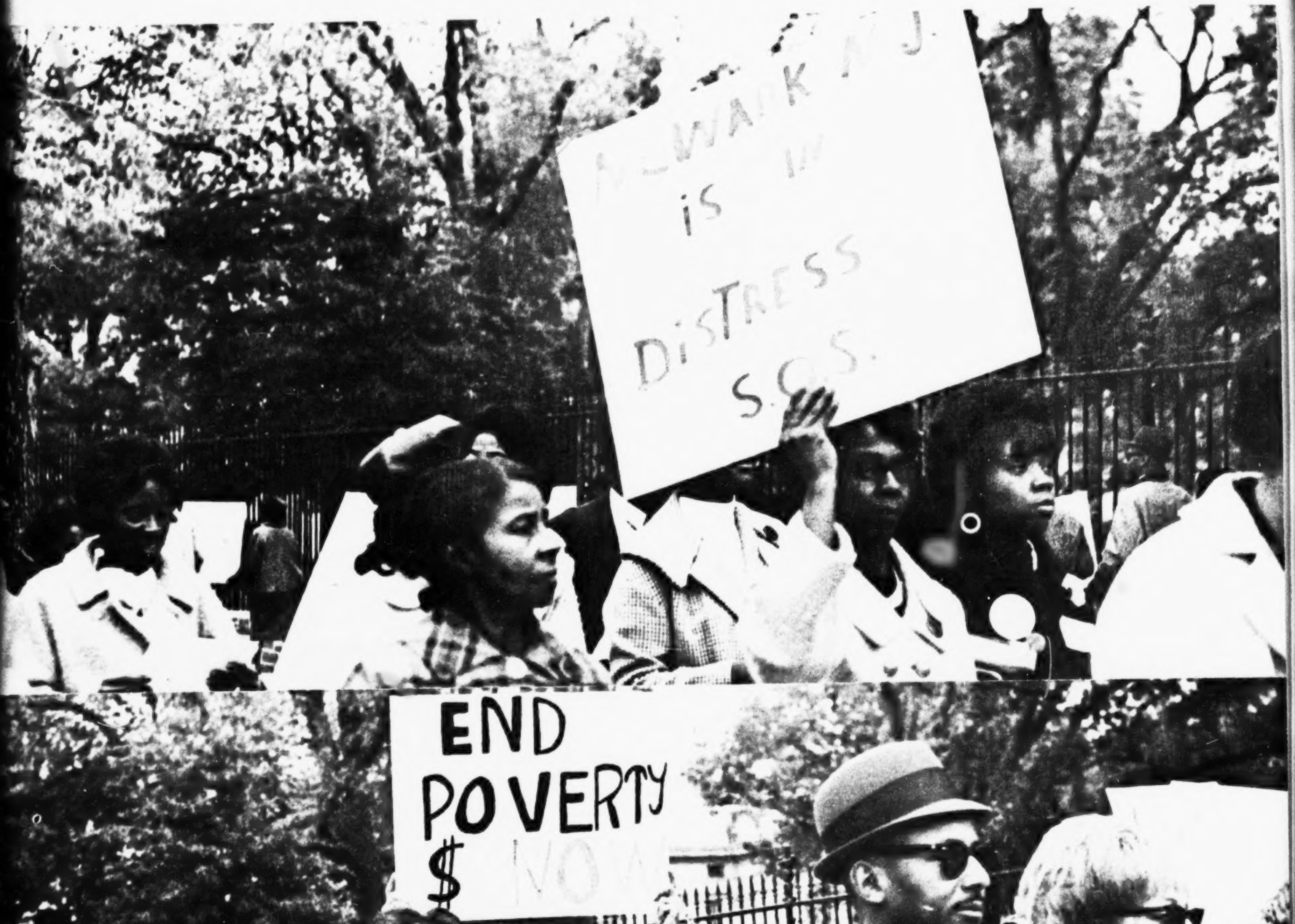
That's what Walter C. Dawkins, the founder-director of the Blazer Council in Newark, was told on September 7, 1965. The grant was for a work-training program that would take 200 hard-core, unemployed people off the City's welfare rolls -- and place them in jobs that would not disappear with automation.

Dawkins "took the program to the people of Newark and they came up with the money." The formula sounds easy -- but HOW did he do it?

### BACKGROUND:

The problem was not new to Dawkins. In 1961 -- three years before the nation declared war on poverty -- Dawkins spearheaded a fund raising drive as a first step in establishing a unique, grass-roots organization in the south ward of Newark. The effort resulted in the creation of the Blazer Council, a non-profit corporation conceived, organized and operated by the poor. The Council is primarily involved in (1) training "unemployable" adults in the neighborhood and (2) rehabilitating hundreds of Newark's toughest slum kids.

Members of the Council developed the work-training program for welfare recipients under the guidance of Dawkins.


NEWARK N.J.
is in
DISTRESS
S.O.S.
END
POVERTY
$ NOW
BEAT!
POVERTY
NOW!
Support
Community
Action

THE PEOPLE HIT THE SIDEWALKS -- Everybody who had been or was associated with the Blazer Council in Newark pitched in to help raise the local share of a $338,000 work-training program that would take 200 unemployed off the welfare rolls. Blazer director Walter C. Dawkins said he "took the program to the people (in September, 1965) and they came up with the money."

## THEY HAD TO MATCH FEDERAL FUNDS:

Dawkins began working on the work-training program with the help of United Community Corporation, the Newark CAP, in January 1965. His staff went to the Newark Area Redevelopment Corporation to find out what kinds of jobs would be available for retrained welfare recipients -- permanent jobs that would not be threatened by automation. They checked the job data with local industries and labor experts -- and then came up with a program that would offer training in auto repairs, upholstery, food preparation and floor maintenance.

The Council applied for a federal OEO grant to fund the project. In September, Dawkins found out that OEO would approve the project immediately if Blazer had its 10% contribution -- either in cash or "in kind."

## FUND RAISING THE HARD WAY:

To raise the money, Dawkins and his associates "hit the sidewalks" of Newark. Everybody who had been or was associated with the Blazer program pitched in -- the men and women they had trained, the kids they had helped, businessmen, clubs, organizations, church groups, clergymen and congregations.

Together they . . .

. . . set up sidewalk collection booths.
. . . collected $400 more in cash in neighborhood pool rooms, taverns, homes and churches.
. . . distributed an open letter telling taxpayers that $600,000 a year could be saved in unpaid welfare checks if Blazer could train and place 200 recipients.
. . . enlisted the support of local businessmen who contributed cash, space and equipment. For example:

A Hillside automobile firm gave $6,000 in equipment, cash and services.

- A kitchen supply company gave $9,000.
- A Harrison upholstery firm donated $14,000.
- A Newark hardware company came through with $8,000.

The drive was conducted by a dozen volunteers who worked 15 hours a day for six weeks -- and by 50 evening workers who stayed until midnight or later to get the job done. It ended when $40,000 had been collected -- and Blazer had $2,000 to spare.

OEO funded the work-training project in the fall of 1965.

## "THEY KNEW WHAT THEY WANTED"

The success of Blazer's fund raising effort was largely due to the leadership of Walter Dawkins. But Dawkins gives all of the credit to the people in the south ward of Newark. He said: "Our fund raising effort was the first time that I actually saw the people involved and working together. It was a time when the people knew what they wanted and worked together to get it."

For additional information, write to:

Walter C. Dawkins
Executive Director
Blazer Council
303 Clinton Avenue
Newark, New Jersey

## A FUND RAISING IDEA:

A parent-teacher association in Trenton, New Jersey is selling"You don't have to show up" tickets at $1 each in honor of people who never want to go to a fund raising event after they buy the ticket.

Section III:
LOW-COST, NO-COST EMPLOYMENT PROGRAMS

# FIGHT JOB DISCRIMINATION WITH A "BOYCOTT",

# END UNEMPLOYMENT BY TRAINING

The Reverend Leon H. Sullivan set out to end discrimination in hiring and to get rid of unemployment in North Philadelphia in 1958. With the help of 400 ministers, the Reverend Sullivan launched an organized "boycott" -- known as a Selective Patronage Program -- & opened up thousands of permanent jobs to qualified Negroes -- and then went on to establish a skills center that trained unqualified candidates and placed them in permanent positions.

When he began, Reverend Sullivan was interested in helping Negro people living in Philadelphia target areas. But, what he has accomplished now benefits poor people in 65 cities throughout the nation.

## A "BOYCOTT" DESIGNED TO END DISCRIMINATION IN HIRING:

The Selective Patronage Program, as carried out in Philadelphia, can be used to end job discrimination against any minority group living in any urban area of the United States. It required a good deal of time and hard work -- not money. How it was done is outlined below.

1. GET THE FACTS: A survey was made to find out which companies in the City discriminated against hiring Negroes. A list was compiled of the companies at fault. Some were employing Negroes at low-level jobs but hired only white people to fill administrative and clerical positions. Others refused to employ Negroes in any capacity. The information was gathered in visual surveys -- a survey technique described on page (four) of the Training Institute manual, USE A SURVEY TO FIGHT POVERTY.

2. ASK FOR FAIR TREATMENT: A different committee of ministers, led by a different chairman, visited the president of each company. They asked the companies to: (1) hire qualified Negroes for administrative and top salaried positions, and (2) create positions that qualified Negroes could fill. Each company was provided with a list of qualified candidates.

If the companies refused to act upon the request within two months, the committee organized a boycott.

3. ORGANIZE THE "BOYCOTT": Four hundred Negro ministers asked the members of their congregations to refuse to buy the products of a company that continued to discriminate against hiring Negroes. Some 500,000 people -- or 1/4 of the buyers in Philadelphia -- joined the boycott.

4. CONDUCT THE "BOYCOTT": The Selective Patronage Program hit one company at a time and lasted until the company changed its hiring practices. The longest "boycott" lasted three months -- the shortest a few days. More than 25 companies were boycotted over a period of two and a half years.

5. FOLLOW UP: When a company placed several Negroes in permanent, responsible jobs, the Selective Patronage was called off. When several companies had been defeated by the Selective Patronage campaign, others gave in immediately. The banks began hiring Negroes before they were boycotted.

## GRASS-ROOTS TRAINING:

The Selective Patronage Program succeeded in opening jobs for qualified Negroes -- but it did not help target area residents who couldn't qualify for permanent positions, who lacked the skills needed to get a steady job. The only answer for the unqualified unemployed was training.

The Reverend Sullivan, Reverend Thomas J. Ritter and those associated with them, recognized the need for a grass-roots training program designed to build job skills. But creating a skills center required money. With other ministers who had helped during the "boycott," Reverend Sullivan obtained an old jailhouse in North Philadelphia to house the center, and then kicked off a fund raising campaign. They raised:

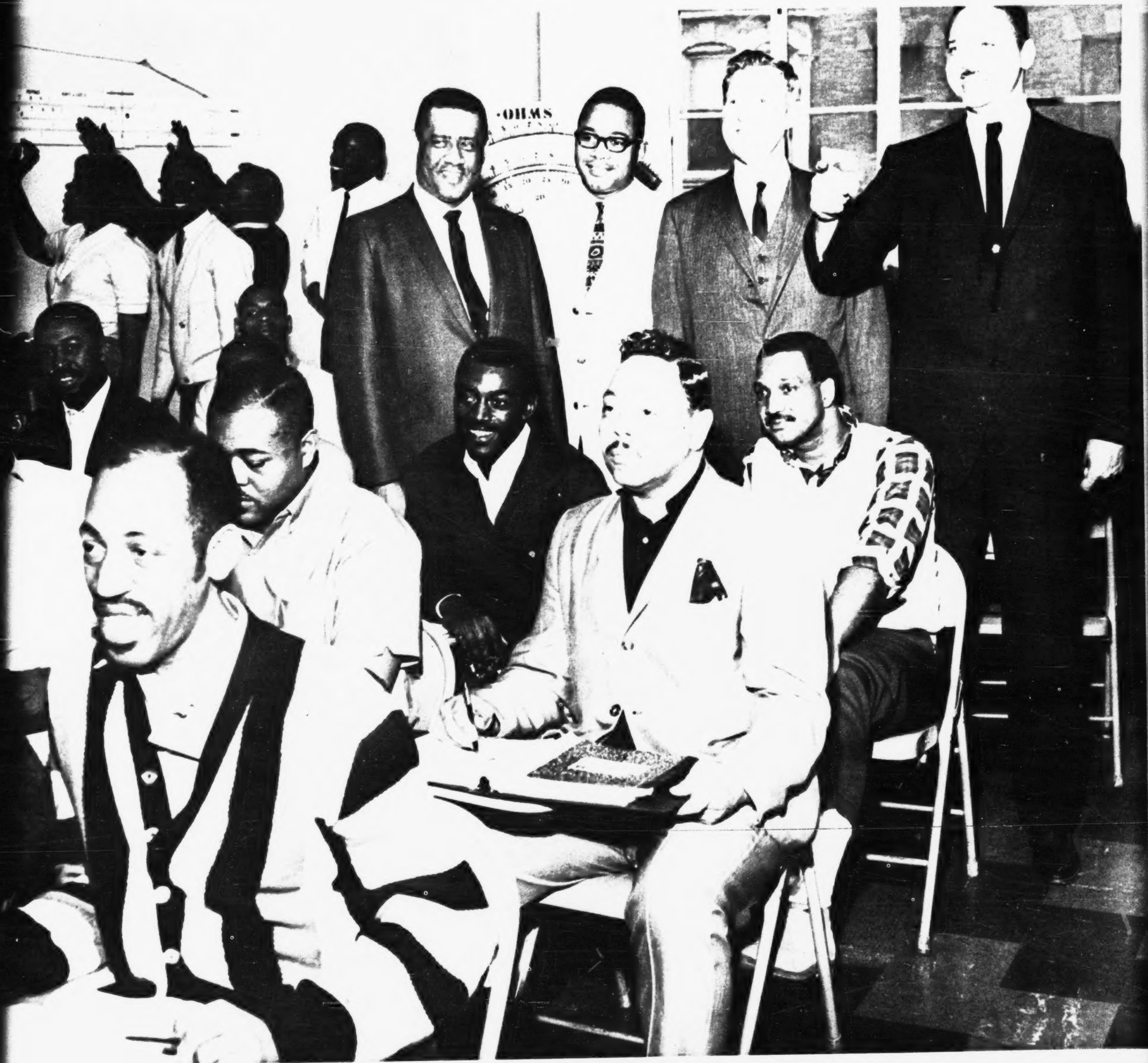
. . . $50,000 in a door-to-door collection.

. . . $50,000 from small businessmen.

. . . $250,000 in cash and equipment from local industry.

. . . $200,000 from the Ford Foundation.

The first Opportunities Industrialization Center (OIC) opened in January 1964. Since then, the United States Office of Economic Opportunity has provided OIC with millions of



TRAINING SESSION AT THE FEEDER SCHOOL -- Opportunities Industrialization Center (OIC) offers trainees such courses as reading, writing, grooming and Negro history at its feeder school in Philadelphia. Standing by (left to right): William Johnson, executive secretary to former Pennsylvania Governor Scranton; Fred Miller, feeder program director; former Lt. Governor Raymond Shaffer; the Rev. Leon H. Sullivan, chairman of the OIC board.

(Jack T. Franklin photo)

dollars in federal funds. Today OIC has four training centers in Philadelphia and one feeder school, which offers trainees such courses as reading, writing, grooming and Negro history. More than 4,000 people of all ages and races have been trained at these centers -- and 80% of OIC's trainees have been placed in permanent jobs by the Center's placement bureau. And now, more than 65 cities have an OIC in some phase of development.

## CONCLUSION:

It didn't take money to start OIC. It began with a dream that was born out of need and frustration and is now a model for others to follow. For additional information, write to:

The Reverend Leon H. Sullivan, Chairman of the Board
Opportunities Industralization Center, Inc. (OIC)
1225 North Broad Street
Philadelphia, Pennsylvania 19122

## EMPLOYMENT PROGRAM:

# SENIOR CITIZEN PROGRAM PROVIDES LOW-COST HOT MEALS, TRAINING, JOBS AND CONSUMER EDUCATION

Five Senior Centers of Dade Coundy, Inc. in Miami, Florida have launched a program that . . .

. . . offers some 2,000 senior citizens a hot meal for only 40 cents.

. . . provides training and jobs in the kitchen to disadvantaged elderly people as well as youngsters from low-income families.

. . . established a consumer education program and helped senior citizens qualify for federal surplus food programs.

## WHY WAS THE PROGRAM STARTED?

Staff members at the Centers read a report that stated some 95% of the nation's elderly could be healthier and peppier if they ate properly. Some of the reasons for their poor nutrition are: sometimes they don't feel well enough to shop for food; some may be too lonely to care about cooking for themselves; others wear dentures that make eating difficult; and many do not have the money to buy the food they need.

## HOW DOES THE PROGRAM WORK?

Hot meals are served at noon every day at each Center. The food is cooked in the kitchen of the largest center and then taken to the others. Dining rooms are arranged so that the elderly can eat and talk with other people. Those who are too old or too ill to come to a Center have their meals brought to their homes.

## SURPLUS FOOD AND FOOD PRICES:

The United States Department of Agriculture provides surplus food for the program. Local farmers supply fresh fruit and vegetables at low-cost.

## TRAINING AND JOBS:

The project does more than just feed senior citizens. It offers training to some of the older poor and then places successful trainees in food service jobs. Young people from low-income families are trained and then placed in jobs that older people cannot do.

Some of the older poor are hired to take food to the homes of shut-ins and to keep the person company while he eats.

## LUNCHEON COMMITTEES:

Menus are planned by professional dieticians. But to make certain that the participants get food they like, each center has a luncheon committee of older customers. Committee members help plan menus and maintain good service at the centers.

## WHAT ABOUT BREAKFAST AND DINNER?

The Centers hold classes that offer older people guidance on how to shop for food bargains and how to buy the right kinds of food.

Local farmers sell food to the senior citizens at the same low prices they charge the Centers.

## CONCLUSION:

This type of program should not be limited to senior citizens. Any anti-poverty organization that provided regular meals can adapt the idea. For additional information, write to:

Senior Centers of Dade County, Inc.
1407 N. W. Seventh Street
Miami, Florida
Attention: Mr. Marvin S. Schreiber, Director

For additional information on the food surplus program, see the Federal Food Stamp Program on page 14 of the Training Institute manual, PUBLIC ASSISTANCE: RIGHTS AND RESPONSIBILITIES. Also, write to the United States Department of Agriculture in Washington.

## EMPLOYMENT PROGRAM:

## A WELFARE SERVICE DESIGNED TO ELIMINATE WELFARE

What do you think of a welfare service that keeps close enough to disadvantaged people to know which ones are in trouble and phones them to ask how things are going? Can you imagine a welfare service that makes newspaper appeals to the community for emergency funds to save a man's house or to buy a refrigerator needed by a teenage mother? Suppose the service also looks for jobs for all its recipients to cut its total welfare payments in half!

The idea does not come from a dreamy T.V. program. Such a welfare service really exists in Woodbridge, New Jersey.

What does the service cost? NOTHING.

Woodbridge Welfare Director Bernard "Bud" Freedman, works on a friendly first-name basis with his clients. He believes in "giving attention to the individual rather than to an impersonal compilation of the facts of poverty".

His staff includes two social workers who serve as "Welfare inspectors". Mrs. Sophie Nebel overcame an underprivileged childhood and has now sent three sons to medical school. Mrs. Margaret Pannone is earning her degree at school and majoring in sociology. Neither one has a college degree -- but both women are welcome in the welfare homes they visit.

Welfare costs in Woodbridge have gone down from $105,000 in 1963 to $68,000 in 1965 to less than $57,000 in 1966 -- and is still decreasing.

## HOW IS IT DONE?

The employment service offered by Freedman reduced Woodbridge's large case load. The time and money that was needed to support the large case load is now used to conduct the employment service.

It started in 1964, when Woodbridge Mayor Walter Zirpolo and former Welfare Director Franklin Murphy launched a campaign to get every employable welfare client a job. The case load was then 105 to 110 a month -- many were hard-core poverty problems. Limited bus service separated welfare recipients from locations that could offer them jobs.

But Woodbridge had an active job market, a new Chamber of Commerce, many small industries and new business. Jobs were recruited by sending letters to 130 firms and by talking to businessmen. During the first month of the campaign, 15 employers took 30 clients off welfare rolls. These included epileptics, people with prison records men with only one skill -- or none.

Three out of every four placements became permanent. Only cases involving total illiteracy, severe retardation or psychological problems failed to be placed.

Freedman and his staff keep a close watch on the new employees. He gives them pep talks, helps them overcome fears about their new jobs and checks with companies to see if placements are satisfactory. And after a first difficult week, chances that a man will stay on a job increases to 90 per cent.

Freedman says, "We also try to put people who have low paying jobs in better positions. Here's where we need the

State Employment Service. When a man comes in who can handle only dishwashing, SES can spot all restaurants and diners near his home.

"Our monthly net case load now averages about 40 to 50 compared to the 90 to 100 of a few years ago. We add about 20 and drop 20 every month. When asked whether we can wipe out welfare entirely, we advise that because of our individualized employment program, most of our present clients are physically or mentally unemployable."

Woodbridge has never had more than two employable males on the welfare rolls at one time since early 1965. Freedman can't remember one client who wanted to be on relief: "We don't treat a man as if he's no good for not trying to find a job. All we do is change his attitude of 'defeatism' so he has more faith in himself."

That's why Woodbridge has received praise from the National Association of Social Workers for its "working" welfare program.

For additional information, write to:

Bernard Freedman
Woodbridge Department of Welfare
106 Main Street
Woodbridge, New Jersey 07095

NOTE: While a municipal welfare agency is not designed to fight poverty, all anti-poverty organizations conducting programs involving welfare recipients can benefit from the Woodbridge "individualized employment" service program. Also, CAPs might suggest that the welfare agencies in their area adopt a similar service for their welfare clients.

Section IV:
LOW-COST, NO-COST EDUCATION PROGRAMS

# A FREE WRITING CLINIC IN WATTS HELPED FIGHT POVERTY

The people of Los Angeles and all America will long remember the summer of 1965 as a time when the anger, fears and frustrations of Watts exploded into riots and burning buildings.

But a few Watts residents will remember that summer as a time when they found a way of expressing themselves and a place to develop their writing skill. They were the people who attended a free one-night-a-week writing workshop that was set up by noted novelist and playwright Budd Schulberg. They first met at the Westminster Neighborhood Association, then at the burned-out Watts Happening Coffee House on 103rd Street, and finally established their own center, Douglass House, in the heart of Watts.

Those who attended Schulberg's free basement classes wrote stories and poems and plays. They wrote about things they knew-the things that made them angry--the frustrations that they had shared. Schulberg helped them develop the writing skill they already had.

And one year after the riots, Schulberg's students showed their skills to the nation by reading what they had written on an hour-long NBC television special entitled, "The Angry Voices of Watts". Student Harry E. Dolan, 38, who had been a janitor most of his life, read his story about a day's unsuccessful search for a job. His effort resulted in NBC buying a one-hour script that Dolan had written for the opening program on their new "Experiment in Television" series. Dolan's play, "Loser's Weepers," was shown on February 19, 1967, and won national acclaim.

WRITING
CLINIC

The cost of the Schulberg writing clinic was the willingness of one man to give his time and share his talent with a handful of Watts residents. But for Dolan and others like him, the effort was an effective way of fighting poverty. By developing their talents, those attending the clinic could use their writing ability to speak for the poor.

There is little doubt that the resources Schulberg brought to the Watts clinic contributed to its success. But the idea of providing a creative outlet for people who live in the ghetto is a good one and deserves the consideration of all anti-poverty agencies. A local CAP can bring in the talent that is needed to start a writing clinic and should be encouraged to do so.

Thirty Watts residents are still participating in the writing clinic. For additional information about their program, write to:

Harry E. Dolan, Chairman
Writers' Council
Douglass House
9807 Beach Street
Los Angeles 2, California

### Education Program:

## PRINCETON UNIVERSITY STUDENTS REACH OUT TO POOR CHILDREN

> ". . . Many times we've seen a colored boy help a white boy put his shoes on or a white boy extend his hand to lift a colored fellow out of the pool. When a small white boy asked a Negro swim instructor 'Will you be my brother today?' or when an oriental and caucasian boy wrap a blanket around each other's shoulders and go marching through a field singing, 'We're off to see the Wizard,' you can't help but smile inside yourself . . ."

The words were taken from a report written by two of the 350 Princeton University students who are reaching out to help hundreds of disadvantaged children in central New Jersey.

The students are participating in several study and recreation programs that are being conducted by the Student Christian Association. The programs are designed to provide help, fun and companionship for needy youngsters.

Money for the programs is raised by Princeton University students and faculty members. Their once-a-year Campus Fund drive netted more than $27,328 when 200 students passed the hat in 1966.

One program is held at the Community Park School in Princeton. Children who need help with school work go to the school's study center in the evening. There "Big Brothers" give each child individual time and assistance.

The Princeton "Big Brothers" conduct similar programs in poverty areas of Trenton and at the Jamesburg Reformatory for teenage boys.

The program is free for the kids who are being helped. It is an education for the Princeton "Big Brothers" who feel that they learn as much as they teach when working with the kids.

For further information write:

Dean Carl D. Reimers, Adviser
Student Christian Association
Princeton University
Princeton, New Jersey

## Education Program

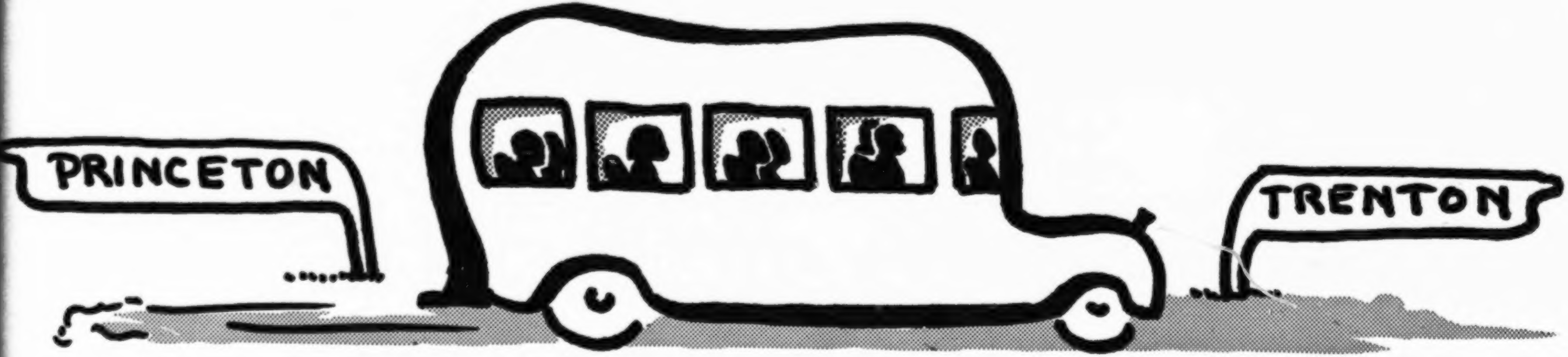
### A FEW DOLLARS FOR BUS FARE HELPED PUERTO RICANS LEARN ENGLISH

United Progress, Inc. (UPI), the Trenton CAP, serves some 3,000 Puerto Rican born residents who live in the City. Many cannot speak English well enough for UPI's manpower program to train and place them in better jobs.

But 86 of these people will remember the summer of 1966 when UPI's former operations chief, Charles Morris, turned a little luck into free English classes.

Morris found out that Princeton University -- located only ten miles from Trenton -- was training 25 Peace Corps volunteers to Teach English as a Foreign Language (TEFL) in Libya. Although none of the volunteers could speak Spanish, Morris knew that the TEFL technique did not require the teacher to know the foreign language of his student when teaching English.

Morris invited the volunteers in Princeton to come to Trenton and practice their teaching methods on disadvantaged Puerto Ricans who wanted to learn English. The invitation was accepted and all Morris had to do was arrange transportation. He dug up some UPI pin money and used it to hire a bus for the Princeton-Trenton trip.



Six training sites were set up in low-income areas of Trenton. Volunteers were bussed to the sites four nights a week over a six week period. They used visual aides, pantomime and everyday dialogue to teach English to the Puerto Rican students. Their instructors used the Trenton experience as a final exam by watching and grading the volunteers. Twenty-one of the 25 Peace Corpsmen graduated to Libya -- and 86 Puerto Rican residents of Trenton can now speak English.

The cost of the UPI language training program? It took a little luck, a lot of initiative by Morris and a few dollars to get the program started. Check the Office of the Peace Corps in Washington and find out if there are any TEFL students in your area. For additional information, write to: Donald Cogsville, United Progress, Inc. 143 East State Street, Trenton, New Jersey.

Education Program:

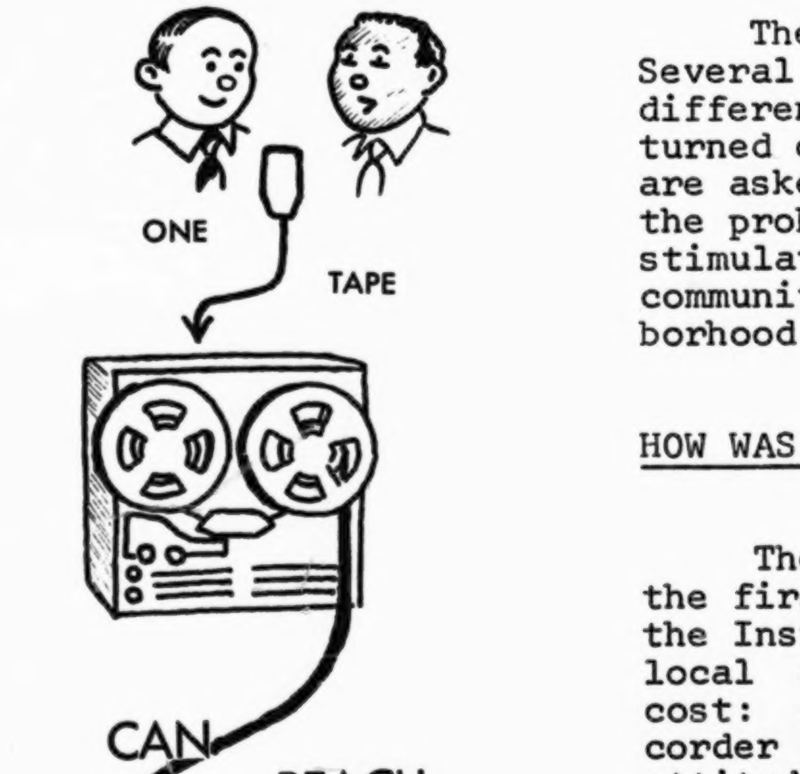
## INSTEAD OF COLLECTING DUST, TAPES STIMULATE DISCUSSION AND COMMUNITY PARTICIPATION

Should kids like school? And will a boy earn more money if he has a high school diploma?

These are two questions touched upon in a discussion stimulator tape on education prepared by the New Jersey Community Action Training Institute.

### WHAT IS A DISCUSSION STIMULATOR TAPE?

The discussion stimulator tape is a packaged 20 minute "Conference on Education" that can be used at neighborhood centers, at meetings of civic or citizen groups or wherever people gather.



The tape begins with a question. Several answers dramatically present different opinions. The recorder is turned off and people in the audience are asked what they would do about the problem. The tape is designed to stimulate discussion and encourage community action on target area neighborhood problems.

### HOW WAS THE EDUCATION TAPE PREPARED?

The "Conference on Education" is the first of a series of tapes that the Institute will make available to local anti-poverty agencies. Its cost: one staff worker used one recorder and one microphone to tape attitudes and arguments on education.

The idea started in June, 1966 when the Institute found it had collected the voices of such people as Malcolm X, Frank Riessman- (co-author of NEW CAREERS FOR THE POOR) and Preston Wilcox (the Columbia professor active in the fight for community participation in Harlem's ghetto schools).

Their comments on education were lifted out of each tape and carefully reviewed. Ideas expressed by each were recorded on small file cards. The cards were arranged so that one idea led to another --- and then the tapes were spliced together.

But it needed a narrative that would introduce each idea clearly and encourage discussion. James Farmer, former CORE national director, who happened to pass through Trenton, recorded a carefully prepared narrative that brought all of the pieces together.

The discussion stimulator on education was then a complete package. Ten copies were sent to CAPs in different parts of the State for evaluation.

## DID THE DISCUSSION STIMULATOR ACCOMPLISH ANYTHING?

One tape went to Atlantic Human Resources, the CAP for Atlantic and Cape May Counties. It was tried out at a Council of Organizations meeting in Atlantic City under the supervision of Juanita High, the CAP's training officer.

Parents, a couple of teachers and a newspaper reporter attended the session. One parent asked: "Some high school graduates can't read or write. Why?"

A teacher replied in self-defense that slow kids who stay in school after 16 are really "drop ins" --- they sit in the back and wait to be "socially" graduated. This led to a heated discussion that was recorded by the newspaperman.

The next day the ATLANTIC CITY PRESS carried the headline: "WE MUST PASS FAILURES, A.C.H.C. (Atlantic City High School) TEACHER SAYS. "TREMENDOUS PRESSURE CITED: SOME STUDENTS CALLED MENACES." And the following day, the headline was: "SCHOOL BOARD DENIES CLAIM OF PRESSURE." The story said 52% of the seniors in a high school population of 3,300 went on to college. And the number of "drop ins" was credited to the national drive against dropouts. "Social promotions" were defended on the grounds that today business required applicants to have a diploma for any kind of job.

## Conclusion:

Thirty-seven parents, teachers and educators were concerned enough about the problem to pay $5 each to bus up to New Haven, Connecticut, to see a community school for disadvantaged children. The School Board reaffirmed its intention to survey school needs and design new basic education courses for "problem students."

For additional information about the tape stimulator and about using tapes to fight poverty, get a copy of TAPE FOR COMMUNITY ACTION by writing to:

Barry A. Passett, Director
New Jersey Community Action Training Institute
413 West State Street
Trenton, New Jersey 08618

## Education Program:

# ORGANIZE A FREE COMMUNITY SCHOOL

A free community school was created and tested in Elizabeth during the last phase of a training demonstration sponsored by the New Jersey Community Action Training Institute.

The school was started in August, 1966 by Scientific Resources, Inc., a private consulting firm, after eight adult education aides had surveyed the Elizabethport area and found out what kinds of adult education courses residents of the low-income area wanted and needed. Their findings: sewing, body building, Negro history, tenant action, self-development and civil rights.

The aides decided to establish a community school without funds. They obtained several meeting places where classes could be held in the target area, rent free: the community room at Pioneer Homes, laundromats, bowling alleys and a few bars. The Negro history class met in a bar once a week. During class, nobody could buy a drink.

Class attendance ranged from 2 to 25 during a five week period. In the basic literacy course, the remarks of students themselves were taped, transcribed and turned into a textbook.

The school's ambitious schedule had to be cut with the termination of the training contract. But four classes continued on an informal basis.

MONDAY: Self-development. LOCATION: the homes of ten students. TEACHER: Lafayette Turner, an SRI sensitivity trainer.

TUESDAY: Sewing. LOCATION: the home of Mrs. Vera Jackson, the teacher. EQUIPMENT: ten machines.

WEDNESDAY and SATURDAY: Newspaper writing and production workshop that actually puts out the "Community Action News," an eight-page monthly, underwritten by Elizabeth's CAP.

THURSDAY: Welfare. Location: the home of Mrs. Lillian Haskins, the teacher.

No student pays, no teacher is paid, and the school continues.

For additional information, write to the Institute at the address on the previous page.

## Education Program:

## PAINT YOUR WAY TO READING

Thousands of under-privileged children never see a book before they go to school. Learning to read takes a long time -- and many never catch up.

But the Staten Island (New York) Mental Health Association has found an easy way to help. They give the children pieces of paper, cups of paint, aprons -- and then tell them to make a picture.

As the children "make pictures", their teacher quitely talks to them. They tell her what their pictures "say" and she prints each word. As the teacher reads a story, she shows the kids the pictures in the book.

Within a few months, the children try writing what their pictures "say." And in less than a year, they can actually read.

The Staten Island experimental project started with paid teachers and 60 slum kids in 1964. Now the program has grown to include large numbers of children. Fifty older mothers were trained to teach these children and now work as tutors in the public schools. This part of the project was undertaken by the association with the cooperation of the Board of Education.

This kind of head start needs very little money. The children can paint on newspapers. They can collect old shirts that can be used for aprons. And the kids can use their fingers instead of paint brushes.

For additional information, write to:

Dr. R. M. Silberstein, Director
Staten Island Mental Health Association
654 Castleton Avenue
Staten Island, New York

Education Program:

## A CAP, A BOARD OF EDUCATION AND A COLLEGE CREATE A TEACHER AIDE PROGRAM

The Lakewood Education Action Program (LEAP), the City's CAP was concerned about why some children are able to learn more and learn faster than others. A teacher that went ahead with fast students left slow ones behind. But if the teacher slowed down for slow children, the fast students would be held back, and would quickly lose interest in school.

As have people all over the country, LEAP became aware of the fact that education was not working as well as it should for all children. In 1965, the CAP decided to start solving the problem in the elementary schools to prevent it from becoming worse as the children went on to higher grades.

With the cooperation of the Lakewood Board of Education, a teacher aide program called CAUSE was started. School Supervisor Milton F. Showell became the program coordinator. And Georgian Court College agreed to provide 55 female students who would serve as teacher aides. They were interviewed by Showell and elementary school principal George Blank, and then assigned to the teachers who needed them most.

The aides began by watching students work in the classroom. Then they started tutoring 55 students giving each child individual attention. In a short time, the teachers noticed that the students assigned to the aides were getting along better with other children and were doing better classroom work.

The success of CAUSE enabled the program to expand. This year it is being conducted in two more elementary schools, junior and senior high schools.

CAUSE was created as a joint effort by a CAP, a Board of Education and a college. The cooperative venture turned out to be a valuable contribution to the Lakewood anti-poverty program. In checking a serious educational problem, CAUSE helped the children involved and set a pattern that others can follow.

For additional information, write to:

Milton F. Showell, General Supervisor
Board of Education
100 Linden Street
Lakewood, New Jersey 08701

## Section V:
## LOW-COST, NO-COST YOUTH PROGRAMS

# TEENAGERS TRY TO CHANGE THINGS BY WRITING

A group of excited teenagers went to the nation's Capitol when people from all parts of the country had gathered to protest United States policy in Viet Nam. It was the summer of 1965. What they saw was more than a demonstration. They witnessed police brutality, heard angry shouts of protest and people singing through the barred windows of a paddy wagon.

When they returned to their homes in Harlem, they had learned little about American foreign policy - but they agreed that some things had to be changed at home.

The teenagers were students in the New Lincoln School summer program. They wanted to remember the unfortunate things they had seen in Washington and to tell other people about it. They recorded their experiences by pouring out their feelings and frustrations in a 16-page newsletter they called WHAT'S HAPPENING.

But the success of the first issue made WHAT'S HAPPENING a ten-page monthly magazine. It is put out in a Riverside Drive apartment during once-a-week sessions of dancing, typing and arguing under the informal supervision of teacher Elaine Avidon.

With subscriptions at $1.00 a year to adults, they bought a second-hand mimeograph machine and 100 reams of cheap mimeo paper. The teenagers borrowed a typewriter to turn out their stories. Some did editorials. Some, like Donald Morgan, wrote poetry that was "like an anger that builds up in me and I have to write it down." The editor, 16 year old Frank Campbell, discovered skills he didn't know he had.

Eight issues later most of the original staff had graduated to senior high school. But the teenagers, on a telephone conference call, decided to keep WHAT's HAPPENING alive. Now the magazine is published in office space provided by Columbia University.

When the kids from Harlem wanted to change the ugly things they had seen, they did something about it by starting a magazine. Target area residents -- young and old -- could start solving some of their problems in similar magazines by using the same resources the teenagers used-- time, initiative and enthusiasm instead of money.

For additional information on WHAT'S HAPPENING, write to:

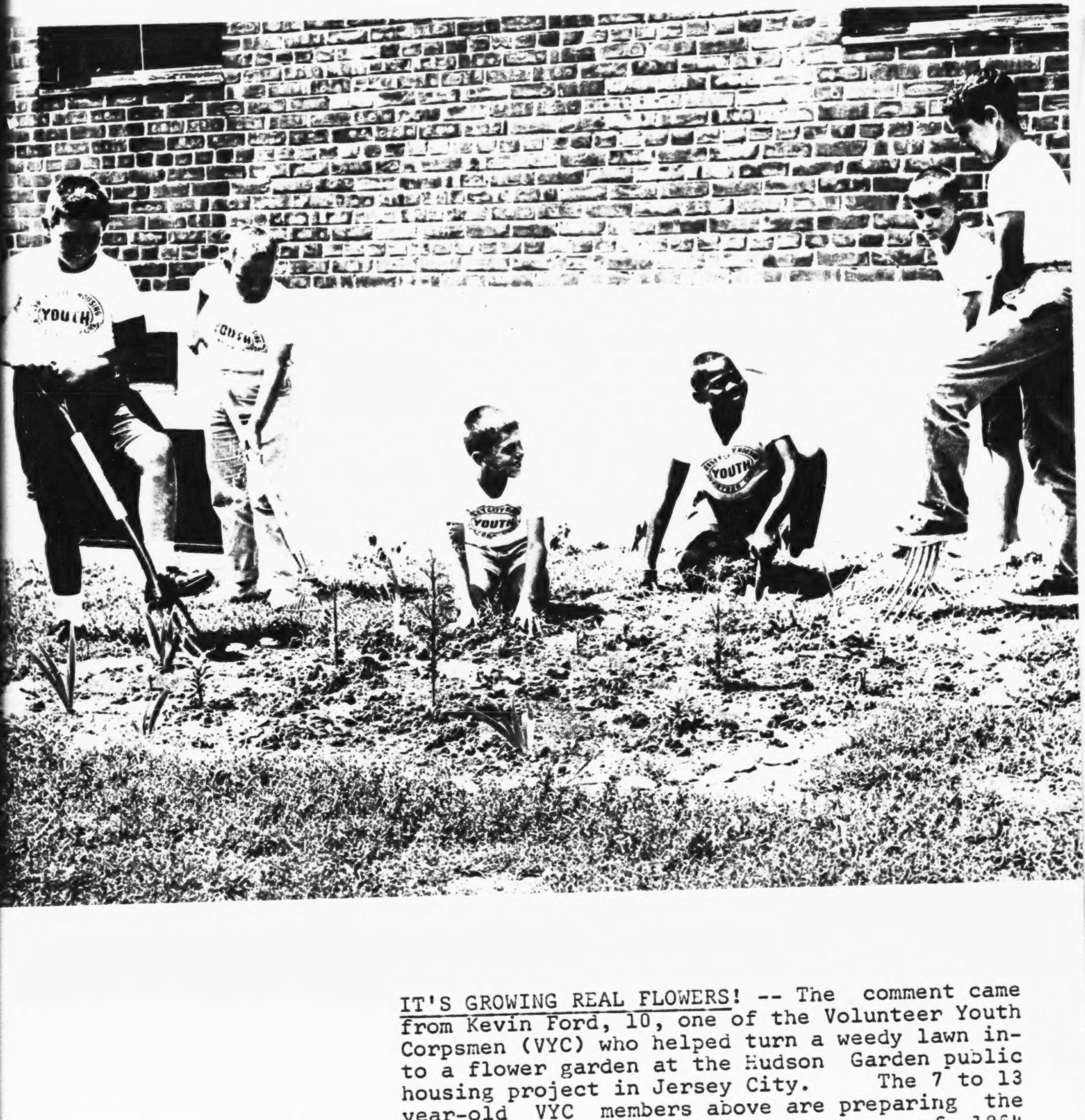
Mrs. Elaine Avidon
Benjamin Franklin Project
Columbia University Teachers College
253 Macy Annex
New York, New York

## HOW TO GET YOUNG VOLUNTEERS TO HELP OTHERS

The Jersey City Housing Authority mobilized a Volunteer Youth Corps (VYC) made up of 120 young people, ages 7 to 13, living in the city's nine public housing projects in 1964.

Under the supervision of Tenant Relations Director Conrad Vuocolo, the Corpsmen launched a special program that was designed to help public housing families who needed help. They happily carried groceries for older people, helped the blind and handicapped, shopped for shut-ins and served as baby-sitters for mothers who needed help.

When the VYC kids decided to plant flowers in the housing projects, they rang doorbells and collected pennies and nickels to buy the seeds.



IT'S GROWING REAL FLOWERS! -- The comment came from Kevin Ford, 10, one of the Volunteer Youth Corpsmen (VYC) who helped turn a weedy lawn into a flower garden at the Hudson Garden public housing project in Jersey City. The 7 to 13 year-old VYC members above are preparing the grounds for planting during the summer of 1964 when the program was conducted by the Jersey City Housing Authority.

(Jersey Pictures, Inc. photo)

Vuocolo got the kids to volunteer by giving them VYC T-shirts and lining up some interesting bus trips. He was successful in getting local labor leaders and City officials to pay for the trips. When the contributions ran out, the VYC kids kept the program going with refund money on bottles they returned and on old newspapers that they sold. They raised 70 cents a day and were able to take three more trips.

For additional information, write to:

Conrad Vuocolo
Director of Tenant Relations
Jersey City Housing Authority
514 Newark Avenue
Jersey City, New Jersey

## "A PLACE TO GO" KEEPS TEENAGERS OFF THE STREET AND OUT OF TROUBLE

"It's important for teens to have their own club. If they don't have any place to go, they get into trouble and hang out on streets."

The quote was made by Norris Collier, a vocational high school senior, who got together with 50 boys in the poverty area of Mount Pleasant, Washington, D.C., and found "a place to go." They went to Barney Neighborhood House where group worker Robert Budd helped the boys organize the Mount Pleasant Hawks. Collier became their president and the House became their place to meet, play cards, shoot pool, talk and stay out of trouble.

The Hawks consider themselves members of a sports club. Now they play in the Police Boys Club Football League and the Metropolitan Athletic Association Basketball League. The House bought their uniforms the first year and the boys raised the money for equipment. They made $76 with a car wash and held their own fund raising drive for the rest.

Collier has finished school and is working at a neighborhood center operated by United Planning Organization.

Because of the success of the Hawks, Budd is now helping another group of boys stay off the streets by organizing a second club, The Soul Society. For information on how to start a club for target area teenagers, write to:

Robert Budd
Barney Neighborhood House
3118 Sixteenth Street, NW
Washington, D.C.

# A STREET FAIR BROUGHT A SENSE OF PRIDE
# TO
# DWIGHT STREET, JERSEY CITY

Who says community action is all work and no fun? That may be the attitude that keeps target area residents away from neighborhood centers and out of anti-poverty programs. Or you may be working in a community which really has no sense of community spirit -- where people feel that they do not belong and therefore do not participate in community activities.

In June 1966, Jersey City's Dwight Street was just such an area. The people took little pride in their neighborhood. Nobody cared about the buildings, which were seldom repaired, poorly lighted and rarely painted. Backyards were littered. A promising recreation program had started off well --- but soon collapsed because teenagers stopped coming. At the CAP Neighborhood Center, only 15 or 20 members of the Organization Council's 200 members came to monthly meetings.

Today, Dwight Street is a changed place. Its tenant action organization has doubled its membership. Some 700 people now belong to the Neighborhood Council and more than 100 members attend regular meetings. Landlords are now talking about improving the buildings. The people now care and City Hall has heard about Dwight Street's problems.

How did all this happen? Dwight Street staged its own street fair. The idea came from a brainstorming session that was held by David Shepherd at the New Jersey Community Action Training Institute, but it took Mary Jackson and Joanne Wright, a Dwight Street resident, to put the idea to work.

As Fair Chairman, Joanne set up four committees: contact, publicity, planning, and refreshments. Letters went out to 200 organizations inviting them to set up information and sales booths. Local businesses donated one thousand hot dogs and cases of soda pop in answer to appeals for refreshments. Residents raced to fix up their buildings in preparation for the big event.

August 27, 1966, was the day of the fair. A 60 foot long banner welcomed all who came, including Congressman Cornelius Gallagher, just in from Washington for the festivities. Scheduled events included the elections of a queen and a mayor of Dwight Street, exhibits of children's drawings, car parades, baby contests, and awards for the best house on the block. As a steel band struck up in front of in front of Public School 15, the crowd swelled to over a thousand.

"People who didn't know what was happening and didn't see anything being accomplished came out for the fair," explained Mary Allison, president of the Greenville Improvement Association. "Before they didn't understand how the Neighborhood Organization Council could benefit them. Now they do."

Among others who assisted in arranging the Fair: Elizabeth Ware, Police Detective Donald Ylverton, Police Lt. Robert Monroe, and the Reverend Adrian Tenhor.

Nobody had ever asked the people on Dwight Street to take pride in their neighborhood. And no one ever told them how they could be proud of Dwight Street. The street fair gave them a reason. And with a little outside help, they did it themselves.

For additional information on the Dwight Street Fair, write to:

Earl Byrd, Executive Director
Jersey City CAN-DO
391 Jackson Avenue
Jersey City

## Recreation Program:

## A CLUB IS WHERE PEOPLE MEET AND TALK

A "club" means many things to many people. It may be a large organization where members pay dues and meet regularly. It may be a park bench where some elderly men meet to play checkers -- or a spot where teens get together to listen to the latest "Top Ten Hits."

Years ago, grandparents, parents and children lived together. The family was the first and often largest "club" to which a person belonged. They shared home and food as well as problems, decisions and opinions. But today the family "club" no longer has the strongest influence on a person's life.

Has anything taken its place? Where can people now go to find the problem-solving, decision and emotion-sharing support which a family once provided?

## A RESTAURANT WHERE TROUBLED KIDS CAN TALK:

Bill's Rough Riders, at 14th and South Orange Avenue in Newark is a restaurant operated by Bill Iverson and friends. Iverson retired from the pulpit in 1964 because he was tired of failing to help addicts and prevent suicides. Now he gains the confidence of troubled teenagers while he serves them cokes and listens to the tunes they punch out on the juke box. When they're ready to talk, he's there to listen.

A boy who needs help may come in for a hamburger and end up in a discussion group at someone's house, at a weekend retreat, at a summer camp or in a doctor's office. "Some of these kids can't talk with their parents," Iverson says. "We give them a chance to let stuff out."

The operation is underwritten by Cross Counter, a non-profit corporation which is guided by ministers of four Protestant churches.

## A DAY CAMP FOR HARLEM SENIOR CITIZENS:

A day camp offers the 175 members of a senior citizens club in Harlem a place to meet, sew, knit, paint (with oils or water colors), play cards and bingo or learn arts and crafts. The camp is part of the self-help program conducted by Associated Communities East, Inc. (ACE), New York City, for the elderly poor.

Club members also participate in educational and recreational tours, current events discussions and the remedial classes ACE holds for all adults who never had an opportunity of getting a formal education. Classes include reading, math, health, science and home economics. Women from the Harlem Domestic Peace Corps give "students" individual help when needed.

ACE is a non-profit, social service agency that was started by Harlem Teams for Self-Help to wipe out problems that the poor have in health, welfare, housing, education, and employment. The agency has succeeded in closing unsafe tenements, reducing the rent on some 10 housing violations and helping on several serious welfare problems.

Club members raise $200 a month by selling Saturday dinners. Some contribute the food, others prepare it and still others sell it at ACE headquarters.

The $125 per month rent puts a minimum cost of this program at $1,500 a year. Director Ralph O'Neal is now trying to strengthen the program by adding new proposals that will bring city or federal financial support.

For additional information, write to:

Ralph C. O'Neal, Director
Associated Communities East, Inc.
2082 Madison Avenue
New York, New York 10037

Checklist:

## INVENT YOUR OWN LOW-COST, NO-COST PROGRAM

START developing your own low-cost, no-cost program by filling out this sheet.

1. LIST THREE LOW-COST, NO-COST PROGRAMS NEEDED IN YOUR AREA. It may be a program on training, recreation, employment, tenant action, arts and crafts, senior citizens, clubs for adults and/or young people, consumer education, education, fund raising, street fairs, pre-schoolers, housing, teenagers, etc.

   A.________________________________________

   B.________________________________________

   C.________________________________________

   Check the one that you, your CAP or your organization could design, kick off or administer. Find out if a similar program has been conducted in your target area. If it was not successful -- or if it was successful but did not last --- find out why and try to correct or avoid the problems in your own program.

2. THINK OF THREE WAYS THAT YOU OR YOUR AGENCY COULD BE INVOLVED IN THE PROGRAM YOU CHECKED ABOVE.

   A.________________________________________

   B.________________________________________

   C.________________________________________

   Check the best way for you or your agency to get involved.

NOW YOU KNOW THE BEST LOW-COST, NO-COST, PROGRAM YOU CAN CONDUCT -- AND HOW YOU OR YOUR AGENCY CAN BECOME INVOLVED IN IT.

3. WHAT RESOURCES WILL YOU NEED FOR THE PROGRAM?

   A. Volunteers to staff the program should be:
   (1) Professional___ (2) Non-professional___
   List the positions to be filled on a separate sheet. Assign a specific job to each person. Make certain that he understands the assignment.

C. Do you need the support or involvement of any of the following agencies/organizations:

(1) municipal agencies____
(2) county agencies_______
(3) state agencies________
(4) teachers, school boards___
(5) religious groups__________
(6) business__________________
(7) other_____________________

List the names of the agencies on a separate sheet. Next to each name, specify how the agency can help. Find out the name of the person at the agency you should approach. Send a letter requesting their participation. If your letter is not answered within two weeks, call the person you wrote to and discuss the matter with him.

D. What can your volunteers or participating agencies gain by contributing to your program?

(1) publicity_____________
(2) learn a skill_________
(3) personal satisfaction_____
(4) fun_______________________
(5) other_____________________

E. Do you have office space? Yes__________ No___________
If no, will you borrow office space? Yes______ No_______
If yes, will you have to keep the borrowed space clean? Yes______ No_______

F. Do you need equipment? Yes______ No_______
If yes, fill out the following chart:

| Equipment Needed | | | |
|---|---|---|---|
| | Check the proper space | | |
| Description | To be purchased | To be borrowed | To be rented |
| | | | |

(If you need more space, use a separate sheet).

4. DO YOU KNOW HOW MANY PEOPLE WANT AND NEED YOUR PROGRAM?
Yes__________ No__________

If no, will you survey your area before starting the program?
Yes__________ No__________

5. HOW WILL YOU PUBLICIZE YOUR PROGRAM?

(1) posters________________
(2) bulletin boards________
(3) radio and/or TV________
(4) newspaper stories__________
(5) newspaper advertising______
(6) word-of-mouth______________
(7) other______________________

6. LIST THE OTHER SERVICES YOU WILL NEED (transportation, maintenance, etc.?)

7. WHAT SHOULD YOUR PROGRAM ACCOMPLISH? List the specific goals on a separate sheet. Decide what must be done to accomplish these goals and list them in terms of their importance. This will help you establish priorities.

8. DO YOU EXPECT OPPOSITION TO YOUR PROGRAM? Try to find out who will oppose it and decide how to handle their objections. Plan your program accordingly.

9. WHEN DO YOU THINK YOUR PROGRAM WILL NEED FUNDING?

(1) within 6 months________
(2) within one year________
(3) within 18 months__________
(4) if more, please specify___

WHEN YOU COMPLETE THIS WORKSHEET, REVIEW IT WITH YOUR ASSOCIATES, YOUR STAFF AND PARTICIPATING AGENCIES. ASK FOR THEIR SUGGESTIONS, CORRECTIONS, ADDITIONS AND THEIR APPROVAL.

ERIC Clearinghouse
JUL 12 1968
on Adult Education

# TIPS ON LOW COST, NO COST ANTI POVERTY PROGRAMS

USE OTHER TRAINING INSTITUTE MATERIALS to develop your own program.

For housing programs, use A NEW JERSEY TENANT ACTION HANDBOOK . . . . and the sample survey on housing violations in USE A SURVEY TO FIGHT POVERTY.

For consumer education programs, see the sample surveys on "Do the Poor Pay More?" in USE A SURVEY TO FIGHT POVERTY.

For welfare programs, see PUBLIC ASSISTANCE RIGHTS AND RESPONSIBILITIES.

For employment programs, see the evaluation of the New Haven manpower program in USE A SURVEY TO FIGHT POVERTY and use the TIPS ON HOW TO APPLY FOR A JOB brochure.

For programs involving tape recordings, use TAPES FOR COMMUNITY ACTION.

(A catalogue of all Institute materials can be obtained upon written request).

STAFF YOUR PROGRAM with people who talk the language and understand the problems of people living in poverty areas.

BEFORE YOU START YOUR PROGRAM, get all the information you will need. Find out if the poor people you serve want and need the program by surveying your community. To do this, use the Institute manual USE A SURVEY TO FIGHT POVERTY.

SELL YOUR PROGRAM to the people it will help, to the volunteers who will help, to your entire community. Ask everyone to become involved in your program. Do this with open letters of invitation, by making telephone calls and ringing doorbells.

ASK FOR HELP. Invite your city government, neighborhood clubs and organizations to participate in the program. Seek the cooperation and resources of all organizations in your community. A good place to start is with the groups your local CAP Board members belong to.

CHECK OUT ANY LEGAL PROBLEMS that may be involved in your program.

TRAIN YOUR STAFF WORKERS before you start the program. If you need help in developing a training program, write a letter to the Training Institute requesting it.

# IT COST 25¢ TO PRINT THIS HANDBOOK

SO WHO NEEDS MONEY TO FIGHT POVERTY was produced by the New Jersey Community Action Training Institute as an example of a low-cost printing project.

The Institute secretarial staff typed one copy of the 48-page text at the office using plain white paper and typewriters that had black ribbons and the same typefaces. To make the final copy look like a printed page, typists had to justify all right margins. A diagram of each page was prepared showing typists (1) where each line had to begin and end and (2) the amount of space that had to be left for illustrations that might appear on the page. Most pages had to be typed in draft first to make certain that the finished copy fit the diagram.

The text of the handbook is based upon an idea developed by consultant David Shepherd. A member of the Institute materials development unit prepared the drawings by using a black marking pencil and plain white paper. Photographs were contributed by sponsors of low-cost, no-cost programs. Final copy was compiled and prepared by the Institute materials development unit under the supervision of Pauline Callahan.

A dummy showing where illustrations were to appear was given to a local printer with the typewritten text and art work. The printer (1) photographed each page, (2) printed the text on 60 pound paper by the photo offset process, (3) bound 4,000 copies of the handbook, and (4) delivered the finished product within five days.

The printer charged the Institute 25¢ per copy. The cost would have been more than 40¢ per copy if Institute personnel had not prepared the illustrations and typed the text.

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